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ABSTRACT

The role and status of English in Peru are examined, with attention directed to: (1) English within the education system; (2) teachers of English; (3) educational administration of English teaching, (4) materials support, development, and planning, (5) English outside the education system; (6) British and American support for the teaching of English, (7) commercial opportunities, and (8) current research. While English is not taught at the primary level, a foreign language (usually English) is compulsory at the secondary level for two periods a week for 5 years. In both national and private universities, there is increased interest in English with a demand for courses from both students and teachers, particularly by the science faculties. Because of the low standard of English in the schools, almost all university English programs begin with at least a year's general language work. Preservice teacher training for language teachers currently takes place in six centers, five of which have university status and provide a degree in education with a specialization in the teaching of English and one other subject. Facilities for inservice training are few and limited to short courses. The number of teachers of English with adequate language and training is inadequate to meet the demand at all levels. As a result of this inadequacy, privately organized programs of English are increasing. British teaching materials are widely used at all levels, and requests are frequently made for British assistance in running English teaching programs. In addition, there are American Bi-National Centers teaching English in nine cities. (SW)

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

U.S. DEPARTMENT OF EDUCATION
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Country: **PERU** **Date:** **October 1982**

1. ROLE AND STATUS OF ENGLISH

The role of English in Peru is essentially developmental. English provides the point of contact with the outside world. For business and professional people it is the means of international communication, not only with English speaking countries. On the professional side it is of paramount importance in that all up to date information relating to technological development, medicine, engineering, the sciences, business management, etc is only available through English. Anyone who wishes to reach a worthwhile level in their field must have at least a reading knowledge. At the technical level almost all handbooks, manuals, assembly and operating instructions are in English. With the opening up of Peru to trade and the outside world generally, following the election of the first civilian government in twelve years, the demand for English has grown very rapidly in all urban communites.

In the state system English is nowhere used as a medium of instruction.

In the private sector six secondary schools in Lima and Arequipa run a part English-medium programme alongside the Peruvian one, using contracted teachers.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Primary level

At the primary level English is not taught.

Secondary level

At the secondary level a foreign language is a compulsory part of the curriculum and figures for two periods a week for five years. This provides approximately 180 hours for the age range eleven to sixteen. (While in principle the foreign language can be French, German or Italian, outside the national schools "foreign languages" means in effect "English".) English literature is not taught in state schools.

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The minimum syllabus laid down by the Ministry of Education must be followed both by state and private schools. The syllabus has recently been reviewed and a new version covering the five year course has been produced in draft: it is already in use in the first two years. Considering it to be needed by the majority of pupils, the emphasis has been changed from an entirely oral orientation to give far more emphasis to text-based work, particularly the development of basic reading skills. The new syllabus includes guidance on the material teachers might use as the basis for text-related teaching, and some indication of methodology and types of exercise. The revision was carried out by the member of Ministry staff in charge of foreign language teaching in collaboration with the English-medium school San Silvestre, particularly the member of staff trained in the UK in the Teaching of English as a Foreign Language (TEFL). The British Council English Language Officer (ELO) attended the initial planning meetings.

English is one of a range of subjects in which students are examined for the final certificate at the end of secondary education. Papers are set by the individual schools.

The wide range of text books on the approved Ministry list could, in theory, be used. However, foreign texts are very expensive and therefore not normally found in the state system. Local publications tend to be outdated in their approach and do not reflect the demands for a new approach related to the new syllabus. The choice of texts actually used is made by individual school directors.

There is no system of inspection for English.

The approach to foreign language teaching at the secondary level has been debated for some years within the Ministry and amongst informed members of the teaching profession. English was made compulsory approximately forty years ago, but no provision has been made for training English teachers.

From the late 1960s to the early 1970s foreign language teaching was officially regarded as an alienating influence. English was retained as a compulsory subject in the secondary syllabus despite continuing uncertainty about its future. Foreign texts were frowned upon. At the same time such teacher training efforts as were being made largely lapsed. This compounded the already inadequate facilities for preparing language teachers. By the mid-1970s, when political attitudes changed and the increasing importance of English became apparent, it was realised that there were not enough trained teachers. Another factor which weighed against compulsory English was that, in a substantial proportion of the country and certainly outside the largest towns, Spanish is a second language for most children. It was therefore decided, after considerable discussion, to make English an optional subject in the hope that it would be more adequately taught even though in fewer schools. There was also an idea that the Ministry might eventually insist on tuition by qualified teachers only (see Section 6). (The alternative of mounting a massive teacher training exercise was ruled out because of the cost.) However, the optional arrangement was unsatisfactory and very unpopular with teachers and parents. It was therefore decided to make English compulsory again from 1981. It is generally agreed that past results were very unsatisfactory even within the limitations imposed by the time scale. The new syllabus is an attempt to provide a more realistic framework, which it is hoped will lead towards some improvement.

Nowhere is English a formal requirement within the educational system. It is not even required officially for entry to tertiary level courses preparing English language teachers.

Universities

In both national and private universities there is an upsurge of interest in English with a demand for courses coming from students and teachers, particularly in science faculties. This is beginning to be followed up by university administrators. Many have recently initiated courses while others plan to do so in the near future. Because of the low standard of English in the schools almost all university English programmes begin with at least a year's general language work. Few carry through to any specialist-orientated work; many are very sketchy.

There is a great variety of teaching patterns in the universities. Some have set up a language teaching centre under university administration which is not part of any academic department yet requires at least the senior staff to be academically qualified. The largest is the Centro de Idiomas of the Universidad Catolica in Lima which has an enrolment of 2,500 and takes members of the public as well as university students: all pay. Other universities provide a basic general English course for their students, given by either contract teachers or the Department of Languages (where one exists). In some cases the authorities have attempted to solve their problem by using a language laboratory as the mainstay of the programme. A number of universities, notably the national universities in Cuzco and Puno, are thinking of setting up a teaching organisation along the Lima Catholic University model.

The problem, as in every other educational sphere, is the desperate shortage of teachers to meet the growing demand. The number trained to teach English for Special Purposes, let alone produce ESP-type materials, is very limited. Many university teachers, particularly from the provinces, have limited language competence and would find it difficult to take advantage of a specialised training related to ESP-type work.

However, in some universities there are ESP-type programmes. Amongst these are the Universidad Catolica in Lima, where Reading and Thinking (OUP) is used for classes of approximately 1,000 students. At the Universidad Nacional de Trujillo, where an ODA lecturer worked for four years, and there are five British-trained staff, a range of materials has been developed for science areas; Nucleus (Longman) materials are also used. The Universidad Nacional de Agronomia in Lima runs English classes on a small scale for its students, and has done some original work on materials concerned with reading skills related to specialised texts.

In other universities, principally the Universidad Nacional Superior de San Marcos in Lima and the Universidad de San Agóstin in Arequipa, individual departments contract teachers who set up their own programmes. There is often little or no coordination and a wide range of methods and materials is used, with a strong bias toward translation.

All universities are desperately anxious to improve the amount and efficiency of their language programme.

Technical English

In technical English the most sustained effort was made over the five years 1974-79, when the Ministry of Education sponsored a language team of Catholic University staff engaged on a contract basis. They were concerned with the English programme for the Escuelas Superiores de Educación Profesional

(ESEPs). At that time the schools were a main priority of the military government's educational reform. They were to be an integral step in the education system between Basic Education and university and to provide both general education and training at technician level in specialities from mechanics to business administration and rural health, for the fifteen to nineteen age group. The Ministry considered English important and it was given a prominent part in the school syllabus. Materials were produced by the language team: starting from a base of general English these moved on to reading skills related to handbook-, manual- and instructional-type texts. A number of substantial teacher training courses for Lima and provincial teachers were mounted with British Council support, and preliminary approval was given for a post under the Key English Language Teaching scheme (KELT), to work with the programme. Several training awards in the UK were made for teachers attending the courses.

However, the team's work ended in 1980. With the new civilian government has come a rethinking of the educational pattern, so that the ESEPs are being phased out and technical education will take place at the tertiary leel, through a new type of institution, Escuelas Tecnológicas. The future of English in these schools is very unsure. However in 1981 an ESEP teacher was appointed as an adviser to work in this area within the Ministry. This only lasted a few months and on her transfer to the UK for training the post was not filled. It is quite possible that, once the Escuelas Tecnologicas aré under way, there will again be a demand for a technical English programme since there is still interest in this at a high level in the Ministry.

Pre-service teacher training

In theory the courses referred to below are designed to produce language teachers for the secondary sector who, being graduates, will have top category status as qualified teachers within the educational hierarchy. In fact many of the better graduates go on almost immediately to work at the tertiary level.

Pre-service teacher training for language teachers currently takes place in six centres. Five of them have full university status and provide courses for ten semesters' work, leading to a degree in education with specialisation in the teaching of English and one other subject. At San Marcos in Lima the second subject is Spanish Language; at the Universidad Nacional de Educación it can be any of a range of general subjects; while in the Universidad Nacional de Amazonía and the Universidad Nacional de Trujillo it is another language, usually French or German. In the Catholic University there is a combination with Spanish Literature and Linguistics (theoretical).

The courses last at least five years. However as they are organised round a credit system students frequently take far longer. In San Marcos and the Catholic University, where there are few students, only a selection of courses is available at any one time, which can make it difficult for students to finish. Broadly speaking the first two years' work are given to general subjects and the last three to the speciality. The specialist courses usually include some attention to the culture and institutions of the United States and the United Kingdom, including literature. However, literature forms a very small part of the whole.

Officially there is no need for a candidate specialising in English to have prior knowledge of the language and many enter with a very weak basis. This is often the reason students do not continue. Where they have to specialise

in two languages it often means that they graduate with a low level of competence. The British/Peruvian Cultural Association (ACPB) gives scholarships for students of San Marcos and Monterrico to attend their language courses. In the case of San Marcos this forms a major part of the language component of the specialty course: the Cambridge First Certificate in English (FCE) is a pre-requisite for graduation. In the Catholic University language work is provided by the Centro de Idiomas (see above).

The Instituto Pedagogico Nacional (Monterrico) has quasi-university status and is in effect the senior teacher training college in the country: its courses have recently been extended from four to five years. It provides the only full-time English course and its students study one language only. There is a strong emphasis on practice teaching in a related school. The result is that graduates from Monterrico tend to be amongst the best prepared. A significant number of the staff of Monterrico and San Marcos have received training in the UK.

The most striking feature of the pre-service training is the small number of students who graduate:

	Average numbers graduating per year from 1977-81
Universidad Nacional Superior San Marcos, Lima	1/2
Universidad Catolica, Lima	1/2
Universidad Nacional, Trujillo	15
Universidad de Educación, Lima (closed for 5 years - reopened in 1982)	-
Universidad de Amazonías, Iquitos (department started in 1981)	-
Instituto Pedagógico Nacional, Monterrico (IPN)	10

However there are signs that more students are specialising in English. The course organisers are actively concerned that the output of graduate language teachers is so small in relation to the demand. The IPN entry doubled in a year as the result of a publicity campaign. Recently the Catholic University reviewed its programme to make the course more attractive to potential entrants. A project with radical revisions was in theory approved but has gone into cold storage.

San Marcos University has set up an official commission to review the whole curriculum for the speciality of English, and here it seems more likely that changes will be carried through. Significantly, a new department has been set up in Amazonías serving the growing oil-rich region of Iquitos.

In-service training

Facilities are few and limited to short "one off" courses.

Following the return to compulsory English the Ministry of Education endeavoured to provide in-service courses for secondary teachers in Lima

during March (officially the period set aside for teacher training of all kinds) and would like to provide some continuity for staff attending in successive years. The Ministry has no funds for training and therefore has to rely on outside bodies including the American Institute, San Silvestre (see above), a number of private language schools (mainly those with some British connection), the ACPB and the British Council. All have provided language improvement courses and in some instances a methodology component. The British Council tries to draw secondary school teachers in to ELT specialist tour audiences wherever appropriate. A number of British and American publishers also sponsor short teacher training sessions related to their course material, which sometimes include university teachers. The British Council has also run courses for senior staff in tertiary centres that train teachers who work in university language departments in Lima and the provinces. Other organisations, including the American Institute, sponsor courses from time to time.

It is agreed that a great weakness of the teacher training scene is the lack of provision for in-service teachers without qualification (the great majority) to join a course leading to graduation or an officially recognised qualification at a lower level, once they have passed the entry point for getting into tertiary institutions. There was a scheme at the National University of Education whereby teachers could acquire graduate status by following fairly rigorous summer courses for ten successive summers. There was no great demand for these courses, but some teachers had done a number of years before the school was closed for political reasons in 1977. It is not yet known whether, with its reopening, they will be resumed.

The only sustained in-service work was a training programme run for about twenty five years by the Americans in collaboration with the Ministry of Education. The programme consisted of three very intensive summer schools, at the end of which successful participants were given first category status in the teaching hierarchy. These courses were attended by teachers from all over the country and in their heyday catered for something like 100 teachers at a time. This programme ended in the late 1960s. Apart from the xenophobic atmosphere at that time there had been criticism of the fact that, after the equivalent of a year's work, teachers acquired virtually the same status as students who had spent five years at university. However, the American programme had considerable impact and its results are still felt. Many of the most competent teachers, including some in key posts in tertiary institutions, qualified through this system.

3. TEACHERS OF ENGLISH

The number of teachers with adequate language and training is totally inadequate to the demand at all levels.

Because of the training shortfall the common pattern in state secondary schools is to employ someone for English who "knows" the language but is untrained as a teacher and therefore in the lowest category of the teaching hierarchy. A common alternative is for classes to be taken by staff qualified in another speciality (who may know nothing of the language) for whom the two-period slot is a convenient "filler" to make up their hours to the legal requirement for a qualified teacher.

Appointments are at the discretion of the director of the school. This can mean that in Trujillo, for instance, English graduates cannot get work in state schools while many classes are taken by untrained staff. One result

of this is that English language teachers tend to have very low status and be poorly regarded, as substandard teachers carrying little weight with colleagues and administrators.

In university programmes it is usual for staff to be graduates, but quite often they are not English graduates and their language level can be low.

The labour laws in Peru have stringent requirements for the employment of expatriates. At the same time salaries even in private schools appear low and would not attract qualified people looking for medium or long term employment. There are, therefore, very few native speakers of English and none in key posts. There are five part English-medium schools in Lima and the provinces which employ a substantial number of native speakers, with recruitment from the UK. But only one of these teachers has a TEFL qualification and on the whole they work in other subjects. However, such is the demand for English that there have been one or two cases of direct advertising and employment from the UK by private schools with a Spanish programme. The objective is to increase the size of the language programme and bring some up to First Certificate standard. A number of native speakers (often on their way round South America) join private language schools on a short term (three month) basis, which more or less fits with the immigration laws. One British teacher recently joined the staff of the University of Trujillo on a contract basis.

There is considerable room for British activity in teacher training and language improvement; but not for the teaching of literature. There is constant enquiry about the possibility of teacher training courses. The role which was vacated by the Americans in 1970 could very effectively be filled by a British initiative related to the Royal Society of Arts Certificate for Overseas Teachers of English (COTE) course with Ministry of Education backing.

There is also a strong case for relating short teacher training courses to a particular set of materials since this would be one of the most effective ways of getting improvement in classroom work.

The cost of going on vacation courses in Europe is beyond the means of almost all teachers.

There is a teachers' association, la Asociación de Profesores de Idiomas del Peru, which is affiliated to the International Federation of Teachers of Modern Languages. The members of the Association are mainly unqualified and work at secondary level.

4. MATERIALS SUPPORT

Materials fall into two categories, locally produced and foreign. The former are much cheaper but tend to have an outdated approach. Foreign texts are expensive and therefore confined to private institutions. Lado texts are widely used, also those of Scott Forsman. British materials are also quite widely used. Longmans' New Concept English, Strategies, Kernel series and Look, Listen and Learn being amongst the most popular; the Access series (Oxford University Press) and, for First Certificate, Nelson's Fowler series are also used. The better private language schools also use British publications. Longmans have recently appointed a language consultant to work in the Andean region, including Peru. Macmillans are also active in teacher training and have sponsored training visits.

Because of import restrictions book sellers have until recently been unwilling to hold stocks or to order small quantities. However this situation is gradually improving.

The use of software is minimal and again only found in private schools.

At the end of 1979 the British Council set up an ELT Resource Centre within the library of the ACPB. This is now the biggest of its kind in Latin America, over 1,400 titles cover all aspects of ELT with duplicate copies of key texts for course work. It was set up when there were very severe import restrictions, to provide access and information on up-to-date material for all teachers, particularly those organising courses at teacher training and university level. It is widely used by students and school course organisers as well as teachers. There are special facilities for ACPB teachers who wish to raise their language level. The Centre also operates a postal service for key staff in the provinces, who are even more isolated than teachers in Lima. A listening library is being started and at a later stage there will be a cassette loan service.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Only one post in the Ministry of Education is concerned with foreign language teaching. (This post also carries some responsibility for bilingual education.) It operates within the Department of Primary and Secondary Education, its function being to lay down the norms for curriculum and guidelines on methodology and types of material. It does not have a supervisory role. The curriculum lays down the minimum which must be followed by all secondary schools, public and private. The appointment of teachers and decisions on materials are entirely in the hands of the individual schools.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

This was largely covered in Section 2.

In the 1972 Education Reform Act foreign languages were mentioned for the first time and described as "Instruments giving access to scientific information, other cultures and international exchange". It was further laid down that provision was to be made for language teaching provided qualified teachers were available. The reform was not completed before the change in government in 1980, since when there has been a return to a more traditional pattern of education. A new Education Act should finally be passed in 1982. However the guidelines for English are unlikely to change again and it will probably remain a compulsory subject for two periods a week over five years of secondary education.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

Because of the present inadequacy of English language teaching in the state sector, privately organised programmes of English are everywhere on the increase. In Lima and the provinces there are a large number of private

language schools of variable quality. One or two have ESP classes orientated mainly towards commercial English.

The British-Peruvian Cultural Association has a large general English programme. It has 9,000 students and over 100 Peruvian teachers. No teachers are recruited from the UK. It provides courses leading to FCE and is the only institution in the country operating at this level on any scale. It has its own pre- and in-service training programme and a developing system of monitoring. At the moment it is moving over to Contemporary English (Macmillan) at all pre-FCE levels. At FCE level the Fowler series (Nelson) forms the basis of its course. The English Language Officer of the British Council is also Director of ELT at the ACPB.

In the private secondary sector the Ministry of Education syllabus has to be followed as a minimum, but many schools in Lima and the large provincial towns give far more time to English and often use foreign texts. A number of the more prestigious schools prepare their students for FCE and, occasionally, the Certificate of Proficiency in English (CPE): this is increasing.

In the primary and kindergarten sectors English is also increasing in importance, and many schools advertise that at this level they have "intensive" English programmes. On the whole the quality of the programmes is weak. However, in the private school sector a significant English programme is regarded as highly important.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

British teaching materials are widely used at all levels, in schools, universities and training colleges, and by the ACPB (see above). The British Council receives so many requests for help in running English teaching programmes that we have to practise a degree of selectivity. For the last two years priority has been given to strengthening the programmes of tertiary teacher training centres and to encouraging an increase in the number of graduates. This is done partly through our advisory role (largely based on our ELT Resource Centre which is widely used by teaching staff; they are now sending their students there too). Also by training courses which are very popular. The 1982 course on teacher training methodology was attended by virtually all the key staff from centres throughout the country. In addition, by offering support through the ACPB to those with weak English, we help increase the number of suitable candidates for courses leading to graduate qualifications.

Some assistance is regularly given to enable a small number of teachers to have training in Britain. The figures for 1981-82 were:

Scholarships for one year's postgraduate university training	2
Bursary/Combined Visitors Programme	1
Attendance at British Council Summer Schools	5
Short training courses for ACPB staff (seven weeks)	2
Assistant Spanish teachers working in British schools	5

For a number of years the British Council has mounted an annual Specialist ELT Tour to Peru, usually aimed at the public sector and ACPB staff.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There are American Bi-national Centers teaching English in nine cities, including two centres in Lima. Up-to-date figures are not available but the total student enrolment is probably around 20,000, of which about 8,000 are in Lima. The centres vary considerably in size and are autonomous. They usually work through a board of directors and often have an American director of studies. One centre in Lima is trying out the American Longman Kernel series.

At the moment the Americans do not have any resident professional ELT staff in Peru.

The British Council has friendly relations with key staff of the Institutes in Lima and Arequipa (the second largest city in the country). The Arequipa Institute has always been very ready to provide facilities for Council ELT lecture courses. There is little scope for wider cooperation.

10. OTHER AGENCY SUPPORT

A number of countries have active aid programmes in Peru, most importantly West Germany, the Netherlands, the USA, Switzerland and Japan. Their projects are spread over many fields and frequently include the provision of training for Peruvians in other countries.

Several countries have cultural agencies in Lima, notably the USA, France, the Soviet Union, Italy, West Germany, Japan and Brazil. The USA and France have language teaching institutes in both Lima and the provinces.

11. COMMERCIAL OPPORTUNITIES

The present increasing activity in language teaching in the private sector creates a demand for texts at all levels, including kindergarten and primary. The secondary level is interested in materials which give some attention to reading, in accordance with the aims of the new syllabus. Relatively simple reading skills material is also needed by universities, preferably with a bias to the Spanish speaker. There is a considerable interest in self-study materials allied to cassettes. So far cassettes are very little used and there is scope for expansion here, but it needs to be allied to training in their use and integrated with text material.

We have had requests for information about laboratory systems. However, there are maintenance problems in importing from the UK and the Japanese are very active in this market.

The Cambridge examinations, particularly the First Certificate in English, are widely accepted as highly desirable qualifications. An increasing number of secondary and private language schools are attempting to set up programmes

with FCE as the end product. The number taking the examination in Lima has tripled in the last five years and in 1982 will be over 600. There is beginning to be a demand for the Preliminary English Test in the more prestigious schools, who want to use it as a first step to FCE. An examination centre was opened in Arequipa three years ago and a second in June 1982. It is hoped to open a third centre in Trujillo, the main town in the north, in 1983. At present there does not seem to be any scope for introducing a further type of language examination.

The cost of undergoing tuition in Britain is very high in Peruvian terms, which restricts the demand for large scale training in the UK. Consultancy services are likewise prohibitively expensive.

12. CREATIVE WRITING

Nil.

13. CURRENT RESEARCH

There is virtually no postgraduate work in English language and none in literature.

A small research project has recently been agreed in outline at the Department of Education in San Marcos University. It will study the attitudes of secondary school students to language learning, and will to some extent investigate the premise of the new syllabus with its emphasis on reading skills. It will be carried out by the Head of the Faculty of English and another member of the department, both of them UK trained. This is the first research project to be initiated by the Faculty of English.

At present the only regular publication in Peru that deals with ELT is the University of Trujillo's Language and Sciences.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

The new official secondary syllabus will be a useful source of information when available.

15. GENERAL STATEMENT

The ELT situation in Peru is characterised by a large and growing demand for English, seen as the door to all development. The main weakness lies in the serious shortage of trained teachers, combined with a lack of facilities to remedy the situation. Legislative and economic factors inhibit any sustained or widespread injection of professional expertise from outside.

On the positive side, a small number of excellent and dedicated Peruvian teachers are concerned to improve the situation. It is characteristic of

teachers to be open and receptive to new ideas, prepared to take full advantage of training opportunities. A number of Peruvian teachers in, for instance, the ACPB are doing good work, often with relatively little training which, if expatriate teachers were more readily available, would not come their way. The fact that key positions are open to Peruvians should eventually make the English-teaching profession more attractive. It should lead to a more satisfactory and stable long-term situation if heavy reliance on foreign expertise were an option.